

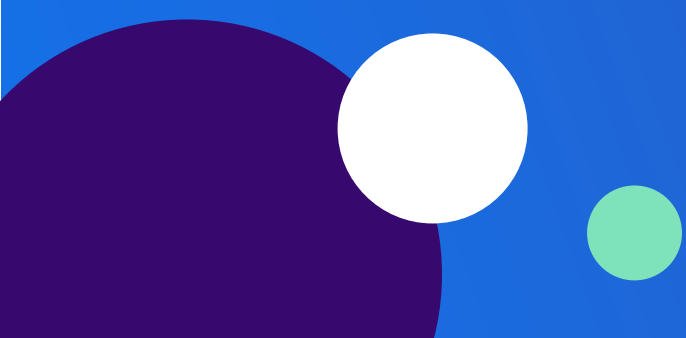


VIVI 2026 GLOBAL TEACHER INSIGHTS REPORT · PART 1

Encouraging Retention by Equipping Early-Career Teachers with the Keys for Success

Evidence to Help School and System Leaders Take Action

Beth Holland (2026). Vivi & FullScale (formerly The Learning Accelerator)



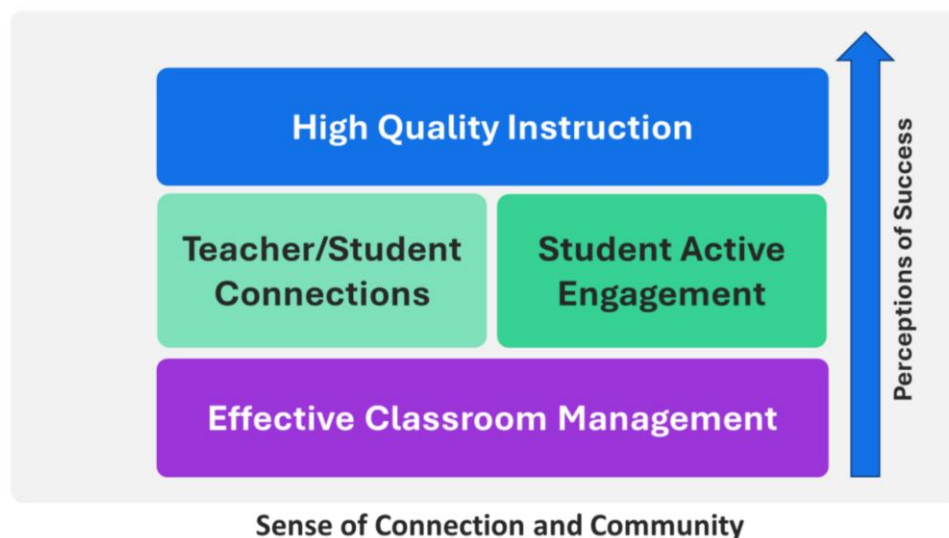
Executive Summary

National statistics in the U.S. indicate that 7-15% of K-12 teachers leave the profession after their first two years, and 44-55% of all new teachers tend to leave within their first five years.¹

Around the world, school and system leaders face a persistent challenge: teaching continues to become harder to sustain. In response, these leaders need clear evidence about what helps teachers feel successful, build confidence in practice, and remain in the profession. Data from the 2026 annual *Global Teacher Study* indicates equipping early career teachers with the skills and strategies of more experienced educators may increase their feelings of success.

From January to February 2026, [Vivi](#) and [FullScale](#) (formerly The Learning Accelerator) conducted their annual *Global Teacher Study*, collecting insights from approximately 2,000 educators around the world. This brief builds on the framework that teachers' perceptions of success are largely shaped by four key drivers– *Effective Classroom Management*, *Teacher/Student Connections*, *Student Active Engagement*, and *High Quality Instruction*– with a *Sense of Community and Connection* existing as a core enabling condition.

4 Key Drivers to Teachers Feeling Successful

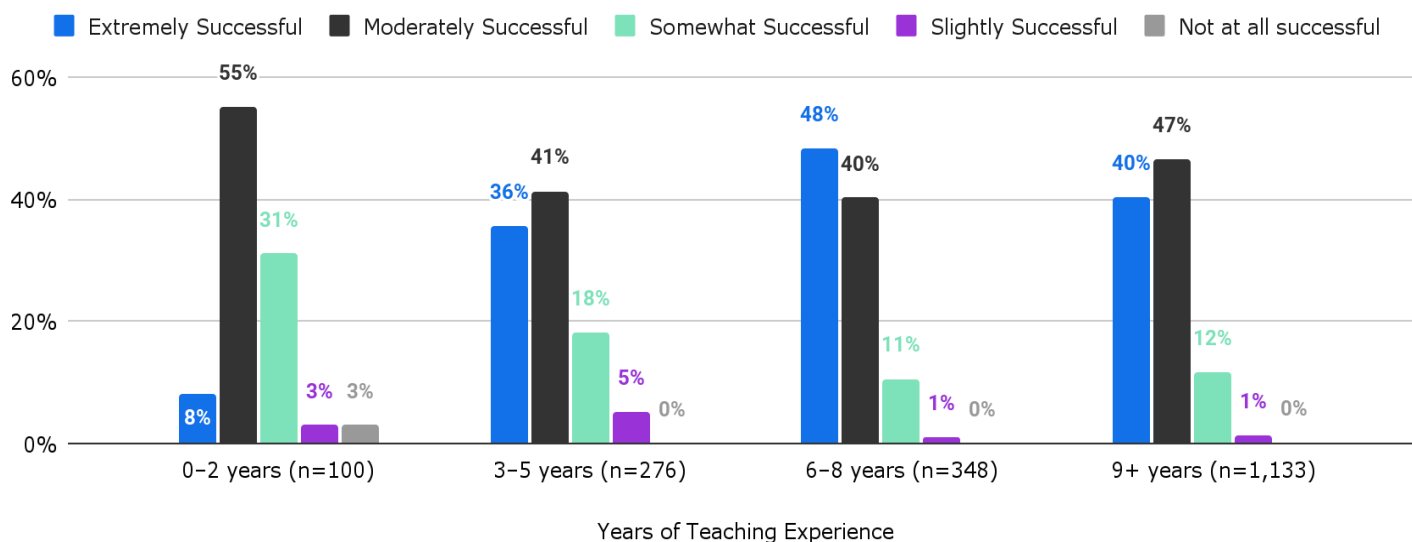


The 2026 data raise a more practical question: *how can leaders equip early-career teachers with the confidence, routines, and strategies of more experienced educators?*

What leaders instinctively know – and what the data confirm

The data continue to suggest that teachers' self-perceived success rises substantially with experience, particularly when early career educators are compared with those who have spent more than nine years in the classroom. **Notably, the percentage of teachers who report feeling extremely successful jumps from 8% with novice educators to 36% for early career teachers.**

Educators' perceptions of success based on teaching experience



When asked to rank what most contributes to their feelings of success, teachers consistently identified three factors: *relationships with students*, *active student engagement*, and *growth in student achievement*. Across career stages, those priorities remain remarkably consistent—with one notable exception: *classroom management*.

Although classroom management is not one of the top-ranked factors, its consistent placement across all groups suggests that teachers see it as a foundational condition for achieving the outcomes they value most: strong relationships, active engagement, and student growth. It is also consistently ranked above *content expertise* and *instructional expertise*, implying that it plays a foundational role in teachers feeling as though they have those deeper competencies.

Top reported contributors to teachers' perceptions of success

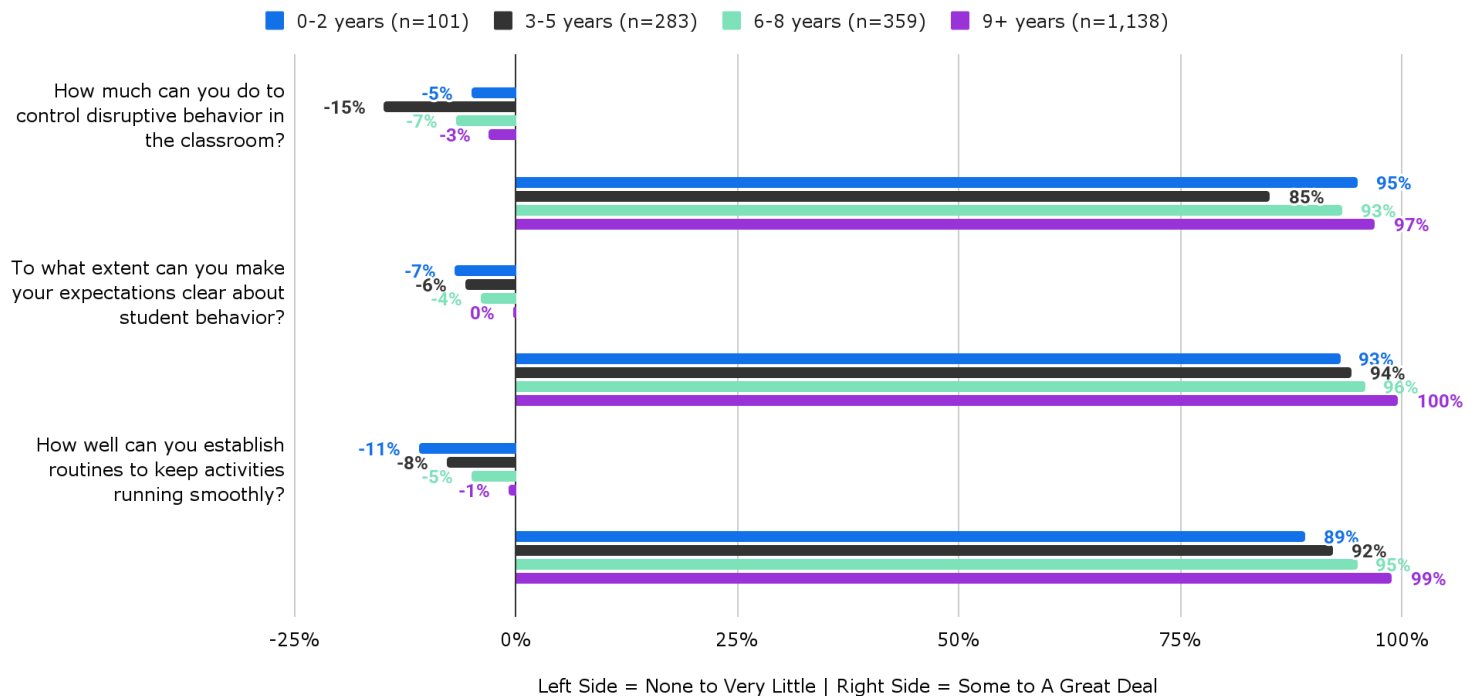
Rank	0–2 years	3–5 years	6–8 years	9+ years
1	Relationships with Your Students	Active Student Engagement	Relationships with Your Students	Relationships with Your Students
2	Active Student Engagement	Relationships with Your Students	Active Student Engagement	Active Student Engagement
3	Growth in Student Achievement	Strong Classroom Management	Growth in Student Achievement	Growth in Student Achievement
4	Strong Classroom Management	Growth in Student Achievement	Strong Classroom Management	Strong Classroom Management
5	Your Content Expertise	Your Instructional Expertise	Your Instructional Expertise	Your Instructional Expertise
6	Your Instructional Expertise	Your Content Expertise	Your Content Expertise	Your Content Expertise

The pattern points to a relationship that school and system leaders will recognize. **While teachers across career stages value the same outcomes, they do not feel equally capable of producing them under the day-to-day realities of classroom practice.** In many ways, these findings validate what leaders already see in schools. Teacher success is not simply a matter of commitment or effort; it develops unevenly across their career. This brief offers the evidence base leaders need to better advocate for the systems, structures, and strategies that can help more teachers feel successful sooner and strengthen the conditions that support long-term retention.

Where differences become visible: classroom management

For two years, classroom management has emerged as both a foundational and distinguishing factor in teachers' perceptions of their own success. However, this is not about "controlling" behavior or ensuring compliance. Instead, it is rooted in the development of skills and competencies that lead to the creation of culture, routines, and strategies that enable student learning.

Teachers' perceptions of classroom management competencies by years of experience



For leaders, classroom management is not just a challenge for novice educators, but something to develop throughout career stages. **The survey data further suggests that classroom management may function as an unlocking mechanism for a positive classroom culture that allows teachers to achieve the outcomes they value most: strong relationships, active engagement, and student growth.** Teachers who feel more capable of setting expectations, establishing routines, and keeping activities running smoothly are also better poised to protect learning time and create a learning environment where students feel safe and experience a positive classroom culture. This reframing of classroom management matters because the routines, expectations, and relational strategies teachers build over time help create the conditions for relationships, engagement, and student growth.

Why classroom management matters...²

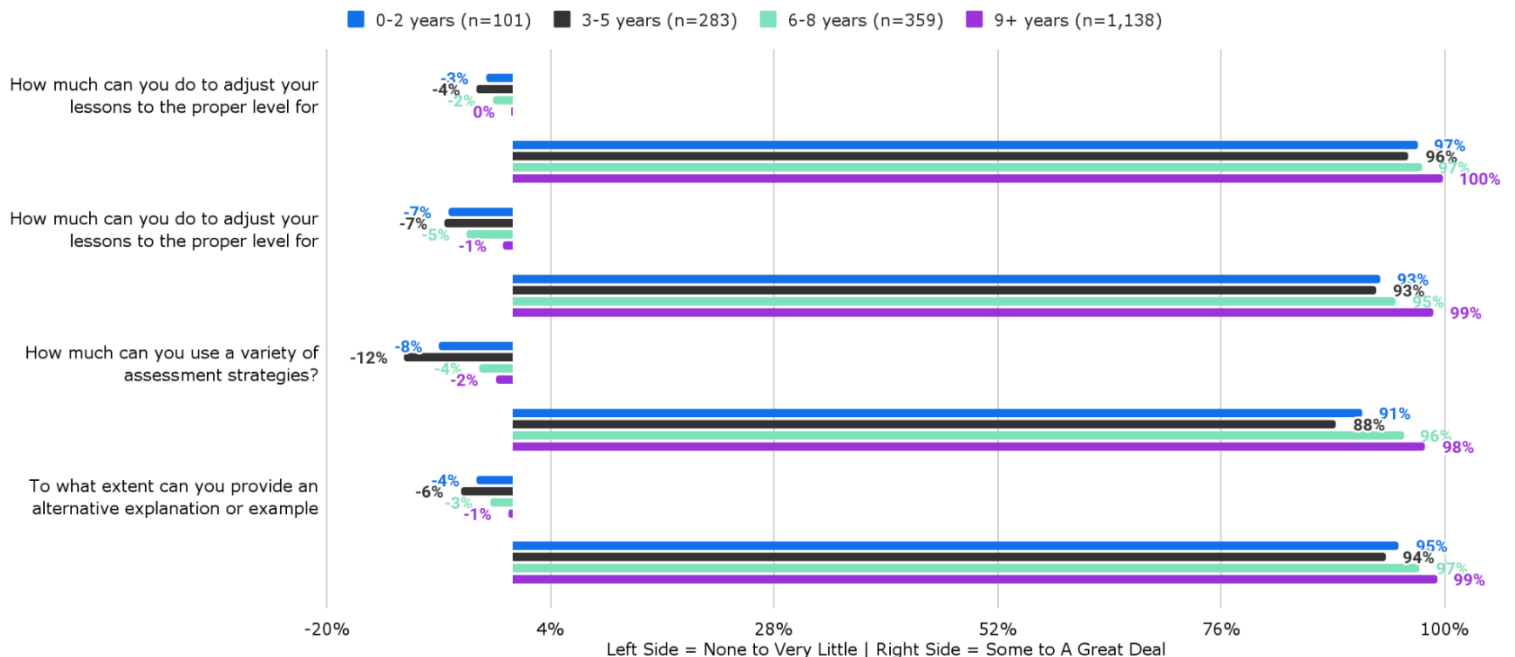
Numerous studies identify classroom management as one of the most significant hurdles for early-career educators and as a primary predictor of both student achievement and teacher retention. While veteran teachers have often curated a set of strategies that allow them to preempt disruptions, new teachers often lack the same practical, proactive strategies, forcing them to respond after incidents occur. This reactive cycle leads to emotional exhaustion and high stress—a leading cause of attrition among new educators. Effective classroom management is not an innate trait but a technical skill set rooted in relationship building, structured routines, and the creation of a positive culture.

If you have a tense relationship with students, chaotic classroom management, and lack of student engagement, you'll start to doubt your teaching abilities and lose confidence as a "successful teacher." – U.S. teacher with 6-8 years of experience

Making the Shift from Basic Routines to Instructional Expertise

Two years of data suggest that effective classroom management can unlock both a teachers' feelings of success and their instructional expertise. Clearly establishing expectations, routines, and strategies ultimately reduces cognitive load, freeing up teacher capacity to develop high-leverage instructional practices such as gauging student understanding, adjusting lessons in real time, using varied assessment strategies, and providing alternative explanations.

Teachers' perceptions of instructional expertise by years of experience



Although the pattern is not perfectly linear across all career stages, a clear distinction emerges between the most novice and most veteran teachers. More experienced educators consistently report stronger efficacy in the instructional moves that matter most for responsive teaching: understanding student learning, adapting instruction, varying assessment, and responding when students get stuck.

How Vivi can help...

Vivi helps strengthen classroom management by removing the friction that often comes with classroom technology and giving teachers the freedom to focus on what matters most: students. Instead of being tethered to the front of the room or stuck with troubleshooting tools, teachers can move with intention, maintaining strong positional presence while seamlessly sharing content from anywhere. With Vivi's simple, consistent, and teacher-friendly design, instruction stays the priority, not the tech. This creates the capacity for real-time formative sharing, quick transitions, and more opportunities for student voice. As a result, classrooms become more engaging and connected—where peer-to-peer learning is visible, the process is valued as much as the product, and strong relationships and routines naturally support effective classroom management.

Helping More Early-Career Educators Gain Expertise

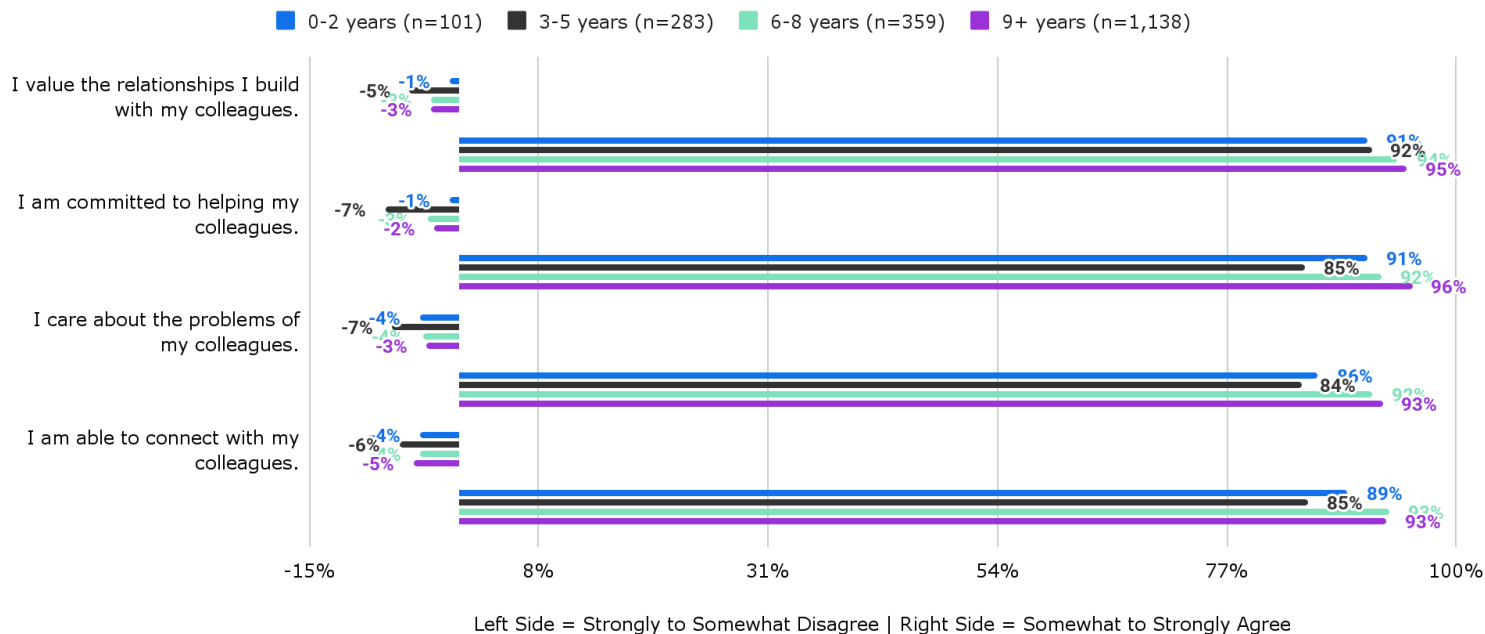
As teachers strengthen their classroom management and instructional expertise over time, they feel more successful. **The leadership challenge is how to accelerate this progression.**

All teachers need support to fine-tune their practice. However, they cannot do that work in isolation. To help more early and mid-career educators feel more experienced, leaders need to create the systems, structures, and professional communities that make it possible for teachers to refine practice, surface challenges, and continue growing over time.

*Good working relationships can provide professional support, help you grow continuously, and ultimately improve your perception of your own teaching success.
- Canadian teacher with 6-8 years experience*

Reinforcing previous findings, regardless of experience, teachers who feel more successful also tend to report a stronger sense of collegial connection and support. While community may not be the most visible driver of success, the pattern suggests that it functions as an important enabling condition that may accelerate growth, confidence, and professional efficacy over time.

Teachers' perceptions of their Professional Community



When asked during a focus group what their school leader could do to help them feel more successful, a U.S. educator offered the following recommendation, *"Teaching can be a thankless job. We're all in vacuums in our classrooms. When an admin understands the rigor of teaching and recognizes that professional learning is a necessity and that teaching is a dignified profession, [you] feel more successful."*

Helping more educators feel successful is not just about time and experience. It is also about creating the systems that can ultimately accelerate this progression. **Leaders can take action by helping teachers enhance their classroom management as the foundation for improving their instructional practice and by fostering a professional community to support ongoing growth.**

This brief is the first in a series of resources related to the Global Teacher Study.

Endnotes

1. National Center for Education Statistics. (2023, December 13). *Eight percent of public school teachers left teaching in 2021, a rate unchanged since last measured in 2012* [Press release]. U.S. Department of Education, Institute of Education Sciences. <https://ies.ed.gov/learn/press-release/eight-percent-public-school-teachers-left-teaching-2021-rate-unchanged-last-measured-2012>
2. Blake, A. L. (2017). How do we manage? Classroom management strategies for novice teachers in high-poverty urban schools. *National Teacher Education Journal*, 10(1).